



August 2009

**DEPARTMENT OF EDUCATION**  
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Comprehensive Assessment System is the State's measure of student progress in achieving the State standards known as *Learning Results*. The Maine Educational Assessment (MEA) is administered in grades 3 through 8 to meet these state assessment requirements. Since the spring of 2006, the SAT Reasoning Test™ (SAT) has been administered to students in their third year of high school in place of the MEA for state and federal purposes. The move from the MEA to the SAT in grade 11 was made to encourage all students in the goal of attaining college and high-level workplace readiness as well as to measure academic achievement. This year, the mathematics portion of the SAT Reasoning Test™ was augmented with 11 additional mathematics items (the Math-A test) to more fully measure Maine's *Learning Results*. The assessment continues to include science testing, which resumed last year after a two-year hiatus. The combined set of tests comprises the Maine High School Assessment (MHSA).

These 2008-2009 Maine High School Assessment Summary Reports contain the results of student performance in critical reading, mathematics, writing, and science reported according to the academic standards described above and disaggregated by student and school characteristics. The MHSA achievement level standards for the 2009 critical reading, writing, mathematics and science sections of the MHSA were determined by Maine educators with specific expertise within the content areas. This report, together with individual student and subject-specific student roster reports, provides support for use in program evaluation and planning. All scores contained in these reports are included for Maine state and federal reporting purposes only. While scores from the SAT may also be used for college admission by most students, they may not be used for that purpose if a student received accommodations during the test administration that exceeded those made available by the College Board.

These results reflect scores based on SAT, Math-A, and Science test questions that were taken by over 15,000 students who were enrolled in their third year of high school across all Maine public schools. The MHSA employs an assessment design that requires students to create a written response to a writing prompt, generate answers to open-ended mathematics and science questions, and in all subjects, select answers to multiple-choice questions. More information about the design, history, and use of the SAT can be found at: [http://www.maine.gov/education/sat\\_initiative/](http://www.maine.gov/education/sat_initiative/).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and graduate from any Maine high school prepared for college, career, and citizenship.

Sincerely,

Susan A. Gendron  
Commissioner of Education



# High School Report

Test Date: May 2009  
Code: 12281601  
SAU: MSAD 34  
School: Belfast Area High School

## Contents of the Report

The report is divided into six main sections including a section describing the students tested and a separate section for the results in each content area.

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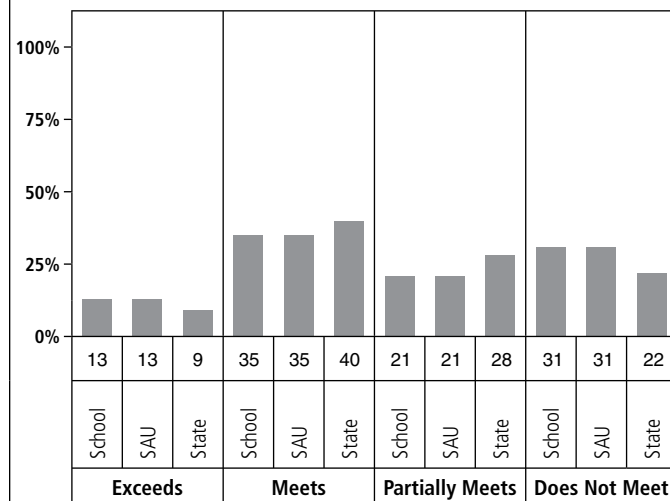
# SUMMARY OF SCORES

Test Date: May 2009  
SAU: MSAD 34  
School: Belfast Area High School

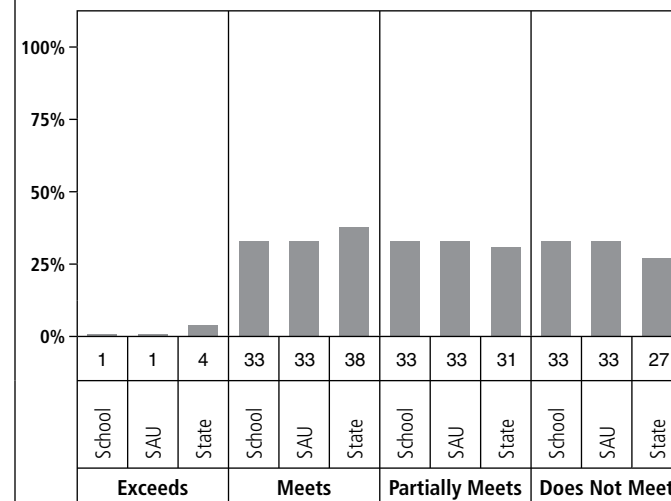
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>Critical Reading</b>			
2006–2007	1139	1139	1141
2007–2008	1139	1139	1141
<b>2008–2009</b>	<b>1139</b>	<b>1139</b>	<b>1141</b>
Cum Average*	1139	1139	1141
<b>Mathematics</b>			
2006–2007	1138	1138	1140
2007–2008	1137	1138	1141
<b>2008–2009</b>	<b>1137</b>	<b>1137</b>	<b>1141</b>
Cum Average*	1137	1138	1141
<b>Writing</b>			
2006–2007	1139	1139	1141
2007–2008	1138	1138	1140
<b>2008–2009</b>	<b>1137</b>	<b>1137</b>	<b>1140</b>
Cum Average*	1138	1138	1140
<b>Science</b> <b>2008–2009**</b>	<b>1139</b>	<b>1139</b>	<b>1140</b>

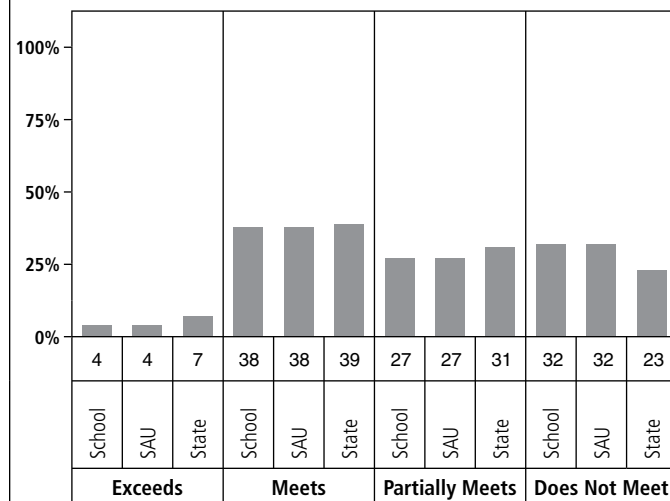
## CRITICAL READING



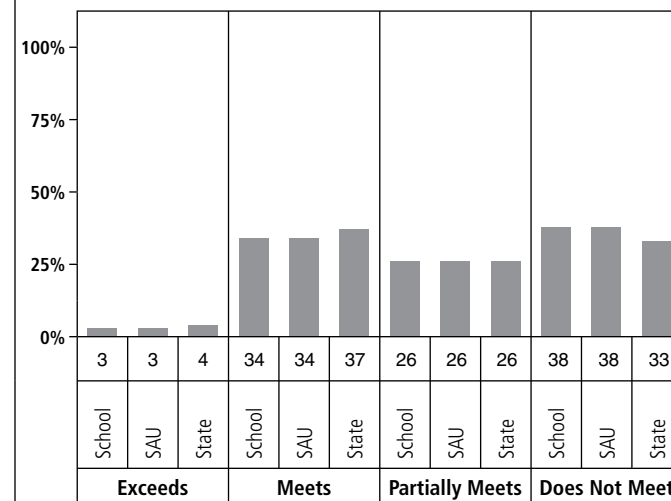
## MATHEMATICS



## WRITING



## SCIENCE



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

\*\*Because science standards were reset in May 2009, no historical data are available.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: May 2009  
 SAU: MSAD 34  
 School: Belfast Area High School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																							
							Critical Reading						Mathematics						Writing						Science					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Total number of students	149	100	148	100	15632	100	144	97	143	97	14928	96	146	98	145	98	15274	98	144	97	143	97	14926	96	146	98	145	98	15079	97
Ethnicity African American/Black	4	3	4	3	341	2	4	100	4	100	310	91	4	100	4	100	322	95	4	100	4	100	309	91	4	100	4	100	317	93
American Indian or Native Alaskan	1	1	1	1	111	1	1	100	1	100	101	91	1	100	1	100	107	96	1	100	1	100	101	91	1	100	1	100	103	93
Asian or Pacific Islander	0	0	0	0	241	2	0	0	0	0	221	92	0	0	0	0	229	95	0	0	0	0	221	92	0	0	0	0	227	94
Hispanic	1	1	1	1	166	1	1	100	1	100	156	94	1	100	1	100	162	98	1	100	1	100	156	94	1	100	1	100	155	93
Caucasian/White	143	96	142	96	14773	95	138	97	137	96	14140	96	140	98	139	98	14454	98	138	97	137	96	14139	96	140	98	139	98	14277	97
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Identified disability	29	19	28	19	2327	15	26	90	25	89	2108	91	28	97	27	96	2200	95	26	90	25	89	2099	91	28	97	27	96	2140	92
Current LEP	0	0	0	0	262	2	0	0	0	0	232	89	0	0	0	0	246	94	0	0	0	0	231	88	0	0	0	0	240	92
Economically disadvantaged	49	33	49	33	4634	30	46	94	46	94	4263	92	47	96	47	96	4451	96	46	94	46	94	4262	92	47	96	47	96	4383	95
Migrant	0	0	0	0	5	0	0	0	0	0	4	80	0	0	0	0	5	100	0	0	0	0	4	80	0	0	0	0	5	100

MODE OF PARTICIPATION <sup>3</sup>	Critical Reading						Mathematics						Writing						Science					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	N		N		N		N		N		N		N		N		N		N		N		N	
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Participation without accommodations	113	76	113	76	13079	84	115	77	115	78	13417	86	113	76	113	76	13084	84	115	77	115	78	13288	85
Identified disability (PET/IEP)	7	6	7	6	727	6	9	8	9	8	814	6	7	6	7	6	725	6	9	8	9	8	802	6
LEP	0	0	0	0	170	1	0	0	0	0	181	1	0	0	0	0	170	1	0	0	0	0	177	1
504 plan	1	1	1	1	238	2	1	1	1	1	245	2	1	1	1	1	238	2	1	1	1	1	241	2
Participation with accommodations	29	19	29	20	1626	10	29	19	29	20	1636	10	29	19	29	20	1624	10	29	19	29	20	1579	10
Identified disability (PET/IEP)	17	59	17	59	1158	71	17	59	17	59	1165	71	17	59	17	59	1156	71	17	59	17	59	1126	71
LEP	0	0	0	0	56	3	0	0	0	0	59	4	0	0	0	0	55	3	0	0	0	0	57	4
504 plan	0	0	0	0	79	5	0	0	0	0	79	5	0	0	0	0	80	5	0	0	0	0	77	5
Other	12	41	12	41	360	22	12	41	12	41	360	22	12	41	12	41	360	22	12	41	12	41	345	22
Participation through alternate assessment (PAAP)	2	1	1	1	223	1	2	1	1	1	221	1	2	1	1	1	218	1	2	1	1	1	212	1
Identified disability (PET/IEP)	2	100	1	100	223	100	2	100	1	100	221	100	2	100	1	100	218	100	2	100	1	100	212	100
LEP	0	0	0	0	6	3	0	0	0	0	6	3	0	0	0	0	6	3	0	0	0	0	6	3
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Approved non-participation in reading – 1st year LEP	0	0	0	0	0	0																		
Approved non-participation – special consideration	0	0	0	0	24	0	0	0	0	0	34	0	0	0	0	0	24	0	0	0	0	0	26	0
Non-participation – other	5	3	5	3	680	4	3	2	3	2	324	2	5	3	5	3	682	4	3	2	3	2	527	3

<sup>1</sup>Percents are the percentage of students enrolled in each participation category.

<sup>2</sup>Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

<sup>3</sup>Percents are the percentage of students in each content area by mode.

# CRITICAL READING RESULTS

Test Date: May 2009  
 SAU: MSAD 34  
 School: Belfast Area High School

**ACHIEVEMENT LEVELS:** Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the reading standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within reading at the grade level assessed. Evidence includes responses to multiple-choice items in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by applying a variety of reasoning skills and prior knowledge as the student draws in-depth inferences, analyzes texts for subtle clues, synthesizes information across texts, and uses knowledge of text structures and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 1162-1180)	2006-2007	10	8	10	8	1168	8
	2007-2008	10	7	10	7	1184	8
	<b>2008-2009</b>	<b>18</b>	<b>13</b>	<b>18</b>	<b>13</b>	<b>1339</b>	<b>9</b>
	Cum. Total*	38	9	38	9	3691	8
<b>Meets the Standards</b> – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by applying a variety of reasoning skills and prior knowledge as the student draws inferences, identifies summary statements, connects ideas within and across texts, and uses knowledge of text structures and literary devices to increase comprehension. (scaled score 1142-1160)	2006-2007	46	35	46	35	5714	38
	2007-2008	49	35	50	35	5885	40
	<b>2008-2009</b>	<b>50</b>	<b>35</b>	<b>50</b>	<b>35</b>	<b>5897</b>	<b>40</b>
	Cum. Total*	145	35	146	35	17496	40
<b>Partially Meets the Standards</b> – The student's work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student's ability to use a variety of reasoning skills and prior knowledge varies depending on the texts as s/he draws inferences, identifies summary statements, connects ideas within and across texts, and uses knowledge of text structures and literary devices to support comprehension. (scaled score 1130-1140)	2006-2007	38	29	38	29	4728	31
	2007-2008	46	33	46	33	4093	28
	<b>2008-2009</b>	<b>30</b>	<b>21</b>	<b>30</b>	<b>21</b>	<b>4169</b>	<b>28</b>
	Cum. Total*	114	28	114	27	12990	29
<b>Does Not Meet the Standards</b> – The student's work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student's responses are often incorrect leaving the impression that the student found it difficult to use a variety of reasoning skills and prior knowledge as s/he draws inferences, identifies summary statements, connects ideas within and across texts, or uses knowledge of text structures and literary devices to support comprehension. (scaled score 1100-1128)	2006-2007	38	29	38	29	3444	23
	2007-2008	35	25	35	25	3417	23
	<b>2008-2009</b>	<b>44</b>	<b>31</b>	<b>44</b>	<b>31</b>	<b>3255</b>	<b>22</b>
	Cum. Total*	117	28	117	28	10116	23

# CRITICAL READING RESULTS BY REPORTING SUBGROUPS

Test Date: May 2009  
SAU: MSAD 34  
School: Belfast Area High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	142	18	13	50	35	30	21	44	31	1139	142	13	35	21	31	1139	14660	9	40	28	22	1141
<b>Ethnicity</b>																						
African American/Black	4										4						303	3	23	27	47	1133
American Indian or Native Alaskan	1										1						100	5	27	30	38	1135
Asian or Pacific Islander	0										0						219	11	34	28	26	1141
Hispanic	1										1						151	3	34	33	30	1137
Caucasian/White	136	18	13	47	35	28	21	43	32	1139	136	13	35	21	32	1139	13887	9	41	28	21	1141
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	24	0	0	2	8	3	13	19	79	1124	24	0	8	13	79	1124	1865	1	11	24	64	1127
No	118	18	15	48	41	27	23	25	21	1142	118	15	41	23	21	1142	12795	10	45	29	16	1143
<b>Current LEP</b>																						
Yes	0										0						225	0	9	22	68	1126
No	142	18	13	50	35	30	21	44	31	1139	142	13	35	21	31	1139	14435	9	41	29	21	1141
<b>Economically disadvantaged</b>																						
Yes	45	4	9	8	18	10	22	23	51	1133	45	9	18	22	51	1133	4120	3	30	32	35	1136
No	97	14	14	42	43	20	21	21	22	1142	97	14	43	21	22	1142	10540	11	44	27	17	1143
<b>Migrant</b>																						
Yes	0										0						3					
No	142	18	13	50	35	30	21	44	31	1139	142	13	35	21	31	1139	14657	9	40	28	22	1141
<b>Gender</b>																						
Female	72	13	18	29	40	11	15	19	26	1143	72	18	40	15	26	1143	7098	10	43	29	18	1142
Male	70	5	7	21	30	19	27	25	36	1136	70	7	30	27	36	1136	7562	9	37	28	26	1140
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						291	3	28	28	41	1135
No	142	18	13	50	35	30	21	44	31	1139	142	13	35	21	31	1139	14369	9	40	28	22	1141
<b>Gifted/talented program</b>																						
Yes	0										0						520	52	45	3	1	1161
No	142	18	13	50	35	30	21	44	31	1139	142	13	35	21	31	1139	14140	8	40	29	23	1140

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# MATHEMATICS RESULTS

Test Date: May 2009  
SAU: MSAD 34  
School: Belfast Area High School

**ACHIEVEMENT LEVELS:** Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the mathematics standards for achieving Maine's *Learning Results*. Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within mathematics at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an "on demand" setting.

## STUDENTS AT EACH ACHIEVEMENT LEVEL

		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student's work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information, analyze and solve difficult or unfamiliar problems, and apply complex concepts. (scaled score 1162-1180)	2006-2007	1	1	1	1	578	4
	2007-2008	1	1	2	1	637	4
	<b>2008-2009</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>596</b>	<b>4</b>
	Cum. Total*	3	1	4	1	1811	4
<b>Meets the Standards</b> – The student's work demonstrates an understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student's responses demonstrate the ability to reason, analyze and solve problems, and apply concepts. (scaled score 1142-1160)	2006-2007	42	31	42	31	5481	36
	2007-2008	35	24	35	24	5508	37
	<b>2008-2009</b>	<b>47</b>	<b>33</b>	<b>47</b>	<b>33</b>	<b>5674</b>	<b>38</b>
	Cum. Total*	124	29	124	29	16663	37
<b>Partially Meets the Standards</b> – The student's work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems and apply concepts. (scaled score 1134-1140)	2006-2007	38	28	38	28	4754	31
	2007-2008	58	40	58	40	5065	34
	<b>2008-2009</b>	<b>48</b>	<b>33</b>	<b>48</b>	<b>33</b>	<b>4622</b>	<b>31</b>
	Cum. Total*	144	34	144	34	14441	32
<b>Does Not Meet the Standards</b> – The student's work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems and apply concepts. (scaled score 1100-1132)	2006-2007	55	40	55	40	4607	30
	2007-2008	51	35	51	35	3660	25
	<b>2008-2009</b>	<b>48</b>	<b>33</b>	<b>48</b>	<b>33</b>	<b>4116</b>	<b>27</b>
	Cum. Total*	154	36	154	36	12383	27

# MATHEMATICS RESULTS BY REPORTING SUBGROUPS

Test Date: May 2009  
SAU: MSAD 34  
School: Belfast Area High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	144	1	1	47	33	48	33	48	33	1137	144	1	33	33	33	1137	15008	4	38	31	27	1141
<b>Ethnicity</b>																						
African American/Black	4										4						315	1	15	29	56	1134
American Indian or Native Alaskan	1										1						106	1	20	31	48	1134
Asian or Pacific Islander	0										0						227	11	41	28	21	1144
Hispanic	1										1						157	1	27	25	46	1136
Caucasian/White	138	1	1	45	33	45	33	47	34	1137	138	1	33	33	34	1137	14203	4	39	31	27	1141
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	26	0	0	2	8	2	8	22	85	1127	26	0	8	8	85	1127	1959	0	7	19	73	1130
No	118	1	1	45	38	46	39	26	22	1139	118	1	38	39	22	1139	13049	5	42	33	21	1142
<b>Current LEP</b>																						
Yes	0										0						239	0	14	24	62	1132
No	144	1	1	47	33	48	33	48	33	1137	144	1	33	33	33	1137	14769	4	38	31	27	1141
<b>Economically disadvantaged</b>																						
Yes	46	0	0	8	17	15	33	23	50	1133	46	0	17	33	50	1133	4306	1	24	33	42	1136
No	98	1	1	39	40	33	34	25	26	1139	98	1	40	34	26	1139	10702	5	43	30	21	1142
<b>Migrant</b>																						
Yes	0										0						4					
No	144	1	1	47	33	48	33	48	33	1137	144	1	33	33	33	1137	15004	4	38	31	27	1141
<b>Gender</b>																						
Female	72	0	0	27	38	26	36	19	26	1138	72	0	38	36	26	1138	7248	3	38	33	27	1140
Male	72	1	1	20	28	22	31	29	40	1136	72	1	28	31	40	1136	7760	5	38	29	28	1141
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						293	1	23	37	39	1137
No	144	1	1	47	33	48	33	48	33	1137	144	1	33	33	33	1137	14715	4	38	31	27	1141
<b>Gifted/talented program</b>																						
Yes	0										0						521	31	63	4	2	1157
No	144	1	1	47	33	48	33	48	33	1137	144	1	33	33	33	1137	14487	3	37	32	28	1140

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# WRITING RESULTS

Test Date: May 2009  
SAU: MSAD 34  
School: Belfast Area High School

**ACHIEVEMENT LEVELS:** Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the writing standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within writing at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student's responses demonstrate skillful ability to select clear, precise sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity, precision and overall effectiveness of a passage. The student's essay demonstrates an effectively developed and insightful point of view on the issue and outstanding critical thinking, with clearly appropriate examples, reasons, and other evidence to support a position. The essay is well-organized and clearly focused, demonstrating clear coherence and smooth progression of ideas and free of most errors in grammar, usage, and mechanics. (scaled score 1162-1180)	2006-2007	7	5	7	5	937	6
	2007-2008	8	6	9	6	962	7
	<b>2008-2009</b>	<b>5</b>	<b>4</b>	<b>5</b>	<b>4</b>	<b>1062</b>	<b>7</b>
	Cum. Total*	20	5	21	5	2961	7
<b>Meets the Standards</b> – The student's responses demonstrate ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student's essay demonstrates an effectively developed point of view on the issue and strong critical thinking, with generally appropriate examples, reasons, and other evidence to support a position. The essay is well-organized and focused, demonstrating coherence and progression of ideas and generally free of most errors in grammar, usage, and mechanics. (scaled score 1142-1160)	2006-2007	48	36	48	36	6167	41
	2007-2008	41	29	41	29	5564	38
	<b>2008-2009</b>	<b>54</b>	<b>38</b>	<b>54</b>	<b>38</b>	<b>5706</b>	<b>39</b>
	Cum. Total*	143	35	143	34	17437	39
<b>Partially Meets the Standards</b> – The student's responses demonstrate inconsistent ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student's essay demonstrates a developed point of view on the issue and some critical thinking, but may do so inconsistently or with inadequate examples, reasons, or other evidence to support a position. The essay is generally organized and focused, but may demonstrate some lapses in coherence or progression of ideas and may contain errors in grammar, usage, and mechanics. (scaled score 1130-1140)	2006-2007	45	34	45	34	4723	31
	2007-2008	52	37	52	37	4679	32
	<b>2008-2009</b>	<b>38</b>	<b>27</b>	<b>38</b>	<b>27</b>	<b>4487</b>	<b>31</b>
	Cum. Total*	135	33	135	33	13889	31
<b>Does Not Meet the Standards</b> – The student's responses demonstrate limited ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student's essay demonstrates a vague or seriously limited point of view on the issues and weak critical thinking, with inappropriate or insufficient examples, reasons, or other evidence to support a position. The essay is poorly organized and/or focused and may contain an accumulation of errors in grammar, usage, and mechanics that interfere with understanding the message of the essay. (scaled score 1100-1128)	2006-2007	32	24	32	24	3227	21
	2007-2008	39	28	39	28	3376	23
	<b>2008-2009</b>	<b>45</b>	<b>32</b>	<b>45</b>	<b>32</b>	<b>3408</b>	<b>23</b>
	Cum. Total*	116	28	116	28	10011	23



# WRITING RESULTS BY REPORTING SUBGROUPS

Test Date: May 2009  
SAU: MSAD 34  
School: Belfast Area High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	142	5	4	54	38	38	27	45	32	1137	142	4	38	27	32	1137	14663	7	39	31	23	1140
<b>Ethnicity</b>																						
African American/Black	4										4						302	2	22	32	44	1133
American Indian or Native Alaskan	1										1						100	2	23	35	40	1134
Asian or Pacific Islander	0										0						219	10	37	27	26	1141
Hispanic	1										1						151	4	29	32	35	1135
Caucasian/White	136	5	4	53	39	34	25	44	32	1137	136	4	39	25	32	1137	13891	7	40	31	23	1140
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	24	0	0	2	8	4	17	18	75	1122	24	0	8	17	75	1122	1861	0	8	21	71	1125
No	118	5	4	52	44	34	29	27	23	1140	118	4	44	29	23	1140	12802	8	43	32	16	1142
<b>Current LEP</b>																						
Yes	0										0						224	0	8	28	64	1127
No	142	5	4	54	38	38	27	45	32	1137	142	4	38	27	32	1137	14439	7	39	31	23	1140
<b>Economically disadvantaged</b>																						
Yes	45	0	0	11	24	11	24	23	51	1130	45	0	24	24	51	1130	4121	2	27	33	38	1134
No	97	5	5	43	44	27	28	22	23	1140	97	5	44	28	23	1140	10542	9	44	30	18	1142
<b>Migrant</b>																						
Yes	0										0						3					
No	142	5	4	54	38	38	27	45	32	1137	142	4	38	27	32	1137	14660	7	39	31	23	1140
<b>Gender</b>																						
Female	72	2	3	38	53	17	24	15	21	1142	72	3	53	24	21	1142	7103	9	43	31	17	1143
Male	70	3	4	16	23	21	30	30	43	1132	70	4	23	30	43	1132	7560	6	35	30	30	1138
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						291	3	25	36	35	1135
No	142	5	4	54	38	38	27	45	32	1137	142	4	38	27	32	1137	14372	7	39	30	23	1140
<b>Gifted/talented program</b>																						
Yes	0										0						520	43	52	3	1	1159
No	142	5	4	54	38	38	27	45	32	1137	142	4	38	27	32	1137	14143	6	38	32	24	1139

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# SCIENCE RESULTS

Test Date: May 2009  
SAU: MSAD 34  
School: Belfast Area High School

**ACHIEVEMENT LEVELS:** Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the science standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within science at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student's work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information, analyze and solve difficult problems, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (scaled score 1162-1180)	<b>2008-2009*</b>	4	3	4	3	602	4
<b>Meets the Standards</b> – The student's work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student's responses demonstrate the ability to analyze and solve routine problems and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (scaled score 1142-1160)	<b>2008-2009*</b>	49	34	49	34	5431	37
<b>Partially Meets the Standards</b> – The student's work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (scaled score 1134-1140)	<b>2008-2009*</b>	37	26	37	26	3876	26
<b>Does Not Meet the Standards</b> – The student's work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems. Explanations are illogical, incomplete, or missing. There are many inaccuracies. (scaled score 1100-1132)	<b>2008-2009*</b>	54	38	54	38	4958	33

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Science Total Points</b>	<b>56</b>	<b>100</b>	21.28	38.0	21.28	38.0	22.76	40.6
<b>D. The Physical Setting</b>	<b>34</b>	<b>61</b>	12.38	36.4	12.38	36.4	13.63	40.1
<b>D1/D2 Earth/Space</b>	<b>14</b>	<b>25</b>	5.94	42.4	5.94	42.4	6.05	43.2
<b>D3/D4 Matter and Energy/Force and Motion</b>	<b>20</b>	<b>36</b>	6.44	32.2	6.44	32.2	7.58	37.9
<b>E. The Living Environment</b>	<b>22</b>	<b>39</b>	8.90	40.5	8.90	40.5	9.13	41.5

The MHSA assesses students' science knowledge based on questions that measure the science accountability content standards highlighted in Maine's 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard D. The Physical Setting  
D1 - Universe and Solar System  
D2 - Earth  
D3 - Matter and Energy  
D4 - Force and Motion

Content Standard E. The Living Environment  
E1 - Biodiversity  
E2 - Ecosystems  
E3 - Cells  
E4 - Heredity and Reproduction  
E5 - Evolution

# SCIENCE RESULTS BY REPORTING SUBGROUPS

Test Date: May 2009  
SAU: MSAD 34  
School: Belfast Area High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	144	4	3	49	34	37	26	54	38	1139	144	3	34	26	38	1139	14867	4	37	26	33	1140
<b>Ethnicity</b>																						
African American/Black	4										4						311	1	18	20	61	1133
American Indian or Native Alaskan	1										1						102	1	19	30	50	1135
Asian or Pacific Islander	0										0						225	5	40	20	36	1141
Hispanic	1										1						152	2	23	18	57	1136
Caucasian/White	138	4	3	47	34	36	26	51	37	1139	138	3	34	26	37	1139	14077	4	37	26	32	1141
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	26	1	4	1	4	4	15	20	77	1131	26	4	4	15	77	1131	1928	0	9	18	72	1131
No	118	3	3	48	41	33	28	34	29	1141	118	3	41	28	29	1141	12939	5	41	27	28	1142
<b>Current LEP</b>																						
Yes	0										0						234	0	10	11	79	1129
No	144	4	3	49	34	37	26	54	38	1139	144	3	34	26	38	1139	14633	4	37	26	33	1140
<b>Economically disadvantaged</b>																						
Yes	46	0	0	8	17	13	28	25	54	1134	46	0	17	28	54	1134	4264	2	24	26	47	1136
No	98	4	4	41	42	24	24	29	30	1141	98	4	42	24	30	1141	10603	5	41	26	28	1142
<b>Migrant</b>																						
Yes	0										0						4					
No	144	4	3	49	34	37	26	54	38	1139	144	3	34	26	38	1139	14863	4	37	26	33	1140
<b>Gender</b>																						
Female	72	2	3	27	38	17	24	26	36	1140	72	3	38	24	36	1140	7179	2	32	29	37	1139
Male	72	2	3	22	31	20	28	28	39	1138	72	3	31	28	39	1138	7688	6	40	23	30	1142
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						287	2	23	26	49	1136
No	144	4	3	49	34	37	26	54	38	1139	144	3	34	26	38	1139	14580	4	37	26	33	1140
<b>Gifted/talented program</b>																						
Yes	0										0						517	28	65	6	1	1156
No	144	4	3	49	34	37	26	54	38	1139	144	3	34	26	38	1139	14350	3	35	27	35	1140

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number